INFORMATION DESIGN

COMD 3601 Section E253
Thursday 6:00-8:30 in Namm 1118

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Course Description
Continuation of the development of skills learned in ADV 3501 applied to information graphics, exhibition design and wayfinding systems. Introduction of interactive skills. Preparation and presentation of finished artwork using software such as Adobe Creative Suite.

3 cl hrs, 3 cr

Prerequisites
ADV 3501

Course Objectives

INSTRUCTIONAL OBJECTIVES **For the successful completion of this course, students should be able to:**	**ASSESSMENT** **Evaluation methods and criteria:**
Create both "live" and "non-live" data graphics (bar, pie, & time series charts) using appropriate software graphing tools.	Students demonstrate competency by creating various data graphic formats within a layout.
Transform statistical information into an understandable visual format using unconventional methods & imagery.	Students demonstrate competency by creating data graphics, with and without the use of graphing software tools and by choosing the most appropriate graph/chart type to use within a layout.
Visually explain a complex process or object clearly and easily.	Students demonstrate competency by creating graphics that illustrate a process, a procedure, or complex object.
Define and explain historical development of data graphics.	Students demonstrate competency through discussions following lectures.
Gain an understanding of how wayfinding graphics work and how they are integrated into a three-dimensional environment.	Students demonstrate competency by designing a wayfinding system for use in three-dimensional space.
Gain an understanding of various types of exhibition graphics, and how to integrate them into three-dimensional space.	Students demonstrate competency by creating a unified body of exhibition graphics in both two and three dimensions.
Teaching/Learning Methods	- lectures - handouts - demonstrations - project-based labs - homework assignments - field trips

Required Text
none

Recommended Text
Information Graphics
Peter Wilbur
Thames & Hudson
ISBN-10: 05002800770
ISBN-13: 978-0500280775

Recommended Websites
http://www.liveplasma.com
https://www.good.is/infographics
www.informationisbeautiful.net/
http://awesome.good.is.s3.amazonaws.com/transparency/web/1204/your-daily-dose-of-water/flash.html
http://inequalityforall.com/
http://www.gapminder.org/videos/hans-rosling-and-the-magic-washing-machine/

Required Materials
Flash drive or other removable drive for collecting classwork
Binder or notebook to hold info and assignments, and to collect examples.

Attendance (College) and Lateness (Department) Policies
Attendance is taken and is important to success in this class. Both absences and arrival more than 15 minutes after the start of class will be marked. If excessive, the instructor will alert the student that he or she may be in danger of not meeting the course objectives and participation expectations, which could lead to a lower grade.

Expectations/Class Policies
- All assignments must be handed in on time; files must be named according to naming conventions.
- IF YOU ARE ABSENT, you are responsible for getting the homework from Dropbox, a classmate, or Open Lab.
- Cell phones must be turned off during class.
- No headphones/games/web browsing/email checking/text messaging/social media, sleeping.
- ABSOLUTELY No food or drinks inside the computer labs.

Academic Integrity Standards
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

All sources must be clearly labeled when using existing work for assignments (text and photographs).

Grading Formula

- class participation: (participation/preparation/attendance)		10%
- homework assignments:	Project 1: Data Graphics	20%
	Project 2: Visual Explanation	20%
	Project 3: Wayfinding	20%
	Project 4: Exhibition Graphics	30%

How to Submit Work
All in-class work and homework assignments should saved on a flash drive each week;
finals as pdfs should be submitted to OpenLab. Follow procedure in handout regarding naming conventions.

COURSE OUTLINE
One field trip is scheduled during a class session.
NOTE: all lab and homework assignments (including dates) are subject to change.

LECTURE TOPIC	LABORATORY EXERCISE	HOMEWORK ASSIGNMENT
AUG. 31 / WEEK 1 **Introduction** - review course syllabus - overview of information design - data graphics lecture: displaying visually measured quantities - lecture: Inequality For All	Students are put into groups; each group compiles comparative data about the class and uses it to create and present rough data graphics Discuss Open Lab	- collect samples of charts & graphs for ongoing journal **Project 1: Data Graphics** - select topic for chart or graph - research data/content (at least 3 numbers to compare) - Inequality For All website
SEPT. 7 / WEEK 2 **Data Graphics** - data manipulation - historical development: William Playfair - demo: Illustrator graphing tools	**Project 1: Data Graphics** - practice using graphing software (Illustrator) - in-class work on data graphics	**Project 1:** - create 3 rough ideas for chart or graph; final due week 4
SEPT. 14 / WEEK **3 Data Graphics** - lecture: pull quotes - review: typographic No-Nos - demos: manual tiling, file prep	**Project 1:** - in-class work: choose best from roughs to develop and refine	**Project 1:** - finalize work, due next class
SEPT. 28/ WEEK 4 **Visual Explanations** - introduction & student examples - lectures: 1)how data graphics can impact society: Florence Nightingale & John Snow; 2) internet graphics, incl. interactive graphics	**Project 1:** - presentations/critique **Project 2: Visual Explanation** - Design Thinking handout	**Project 2: Visual Explanation** - select topic - do research - use Design Thinking process - collect Visual Explanation samples - create and develop three rough layouts
SEPT. 21: NO CLASS		
OCT. 5 / WEEK 5 **Visual Explanations** lectures: 1) Napoleon's March to Moscow; 2) flow charts & Doogie Horner	**Project 2:** - show/discuss Visual Explanation student examples - in-class work: choose best from roughs to develop and refine	**Project 2:** - finalize work, due next class
OCT. 12 / WEEK 6 **Wayfinding systems** - Introduction & examples	**Project 2:** - presentations/critique	**Project 3: Wayfinding** - join Pinterest Wayfinding board - choose environment - create logo/palette /typeface page, due next class
OCT. 19 / WEEK 7 **Wayfinding** - student examples -demo: Photoshop perspective tools	**Project 3:** - mini-critique: logo/palette - in-class work	**Project 3:** - refine and finalize logo - further research & development of graphics - use PS and/or Google Sketchup (freeware) for perspective

continued

LECTURE TOPIC	LABORATORY EXERCISE	HOMEWORK ASSIGNMENT
OCT. 26 / WEEK 8 **Environmental Graphics**	**Project 3:** in-class work	**Project 3:** - further development & refinement - finalize work, due next class
NOV. 2 / WEEK 9 **Exhibition Design** - introduction, student examples, title graphics - discuss self-guided field trips to be completed by Dec. 1	**Project 3:** presentations/critique	**Project 4: Exhibit Graphics** - narrow down topic, begin research - create logo/palette /typeface page, due next class - field trip: make plan for where/ when to go
NOV. 9 / WEEK 10 **ExhibitionDesign**	**Project 4:** mini-critique: title graphics, color palettes and typeface choices in-class work	**Project 4:** - refine and finalize logo - create several rough sketches for text panels
NOV. 16 / WEEK 11 **ExhibitionDesign** - who's responsible for what - discuss field trips	**Project 4:** in-class work	**Project 4:** - refine and finalize text panels - research and create stand-up exhibit viewer - begin rough ideas for reader rail
TUES. NOV. 30 / WEEK 12 **Exhibition Design** demo: gallery page including scaling, viewer height, vinyl lettering	**Project 4:** in-class work	**Project 4:** - refine and finalize reader rail - create vinyl lettering & object label
NOV. 24: NO CLASS Happy Thanksgiving!!!!!		
DEC. 7 / WEEK 13 **Exhibition Design** - demos: 1) working with tools to create a 3D model; 2) scaling elements for model - discuss field trips	**Project 4:** in-class work: further refinement of exhibition materials	**Project 4:** - print elements scaled for exhibition space prototype (3D model) - create final pdfs of all graphics (due next class, week 14) - begin work on simple 3-D model
DEC. 14 / WEEK 14 **Exhibition Design**	final presentations/class critique Part 1: graphics	**Project 4:** - final pdf files due - complete 3-D model (due next class, week 15)
DEC. 15 / WEEK 15 **Exhibition Design**	final presentations/class critique Part 2: models	

BIBLIOGRAPHY

Visual Display of Quantitative Information
Edward Tufte
Graphics Press

Envisioning Information
Edward Tufte
Graphics Press

Wordless Diagrams
Nigel Holmes
Bloomsbury USA

Information Graphics
Innovative Solutions in Contemporary Design
Peter Wildbur
Thames & Hudson

Diagrams, Innovative Solutions for Graphic Designers
Carolyn Knight & Jessica Glaser
RotoVision

Everything Explained Through Flow Charts
Doogie Horner
Harper, New York